

University of Southern California, Rossier School of Education

**The Politics of Difference
EDHP 552**

Spring 2014

Prof. Shafiqah Ahmadi, JD

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Required Texts

1. Adams, M., W. Blumenfeld, R. Castaneda, H. Hackman, M. Peters, and X. Zuniga, eds. (2000). *Readings for diversity and social justice (2nd Ed.)*. New York: Routledge.
2. Hancock, A. (2011). *Solidarity Politics for Millennials: A guide to ending the oppression Olympics*. New York: Palgrave Macmillan.
3. Johnson, A.G. (2005). *Privilege, Power, and Difference*. New York: McGraw-Hill.
4. Takaki, R. (1993). *A Different Mirror*. Boston: Little Brown Publishers.
5. Additional Articles via Blackboard

Course Description

This course explores the changing nature of student experiences on college campus, and focuses on two related domains: the diversity of human experience and the increasing globalization of educational environments. As technology increases access worldwide to a variety of post-secondary learning environments, in what ways can we help students better work with the ensuing diversity? What assumptions about higher education and diversity are uniquely U.S.? What does the role of a student affairs professional look like in other higher education systems around the world? How do we define our roles relative to issues of diversity: what is our responsibility (in Student Affairs) to students as they confront issues of difference? How might we use campus resources more intentionally to structure opportunities for learning about oneself and others, particularly those opportunities that create access to other systems of higher education?

Course Objectives

- Examine the construction of social and political power structures in the U.S. which define some persons or groups as dominant and others as subordinate. Understand how these experiences may be shaping the college environment.
- Examine the trend towards increased globalization, particularly in post-secondary education, and anticipate the implications for Student Affairs professionals and college students.
- Identify and evaluate strategies by which Student Affairs professionals, in particular, attempt to facilitate a more equitable and globally informed campus climate. Develop an understanding for why some strategies may work better at different times than others, or may work better for one group than another.

Requirements

1. Participation

Students are expected to attend regularly, come prepared having done the readings for that week and participate in class discussion. At the end of each class session, students will be asked to complete a “1 minute log” during which they write down a question, comment, reaction or suggestion to the course so far. These can be anonymous and they are collected and used by the professor to adjust the course experience. Attendance is part of your grade. (10% of grade)

Note: If you choose to take notes with your laptop computer during class, then please DO NOT surf the Internet, Tweet, Facebook or engage in non-class related activities. This is disrespectful and distracting.

2. Reflection Paper

Reflect on 1-2 personal experiences where you have encountered instances of power, privilege and/or oppression. Identify what role you played in this context (i.e. oppressed, or oppressor). Use the readings to identify ways which you might examine this context as a student affairs professional, etc. Reflection paper must be in APA style formatting.

You may want to think about the following:

- How have power, privilege and oppression shaped your positionality?
- How might you guide a student through a challenging situation related to power, privilege, and oppression? How might some of your experiences help guide students who are encountering similar challenges?
- How might the readings enable/empower you to facilitate a learning experience?

Due Date: February 12, 2014 by 11:59 PM via Blackboard drop box

Length: 3-5 pages

(30% of grade)

3. External Assignments/Labs (Event Paper)

Additional work outside the traditional course meetings and assignments is required including:

Attend a University sponsored performance (see list of upcoming events on Blackboard) or other selected event (with instructor approval) and submit a 2-3 page reflection paper about the connections you found between the performance and the themes/issues being raised in class. Your paper should include evidence from the readings, relate to classroom discussions, written in first person and be written in APA style formatting. The events to choose from can be found on Blackboard under the title "External Assignments/Lab (Event paper)".

Due Date: March 26, 2014 by 11:59 PM via Blackboard drop box

Length: 3-4 pages

(20% of grade)

4. **Final Paper**

For your final paper you must address multiple aspect of diversity in an area of Student Affairs combining at least two topics discussed in this class. For example, you may choose to focus on the area of athletics and address how the concepts discussed in class are important for Student Affairs Administrators in athletics when addressing the intersections of gender and race while dealing with student athletes, coaches, or staff. Final paper must be written in APA style formatting.

Due Date: April 30, 2014 by 11:59 PM via Blackboard drop box

Length: 8-10 pages

(40% of grade)

Quality and Originality of Papers:

Your papers should be comprehensive and thematic, including both current and classic contributions to the area of literature reviewed. **Papers should critically analyze both the conceptual and empirical data which has framed the topic or area reviewed.** Your arguments, assertions, and conclusions must be supported by authority (case studies, court cases, law review articles, statutes, journal articles, etc.)

Note: "Recycled" papers that you have written for previous classes are not acceptable.

The following questions will be considered in evaluating your papers:

1. Did the student provide a thorough examination and description of the selected topic?
2. Did the student demonstrate an in-depth understanding of the selected topic and appropriately draw upon scholarly literature?
3. Did the student write a strong paper in terms of organization, style, and grammar?
4. Did the student appropriately utilize APA style?

The paper should follow **APA style** formatting and include a complete **reference** of all works cited. **PLEASE CITE ALL IDEAS OR PHRASES OF 4 or MORE WORDS (in quotes) THAT ARE NOT**

YOUR OWN.

Relying on what you find on the internet, without careful scrutiny for credentials and stature of authors does not constitute quality research.

Legal cases should be cited in the following manner: *University of Pennsylvania v. EEOC*, 493 U.S. 182 (1990).

Papers will be graded on organization, quality and logic of expression, depth and sophistication of analysis. Technical or formatting errors will negatively impact grades.

Final Grade

<i>Course Assignment</i>	<i>Percent of Grade</i>
Class Attendance & Participation	10%
External Assignments/Labs	20%
Reflection Paper	30%
Final Paper	40%
Total	100%

Grading Scale:		
A+ = 99-100	A = 94-98	A- = 92-93
B+ = 90-91	B = 86-89	B- = 84-85
C+ = 82-83	C = 78-81	C- = 76-77
D = 68-75	F = 0-67	

Class resources/assignments/Discussion/Preparation:

A - contributes regularly to discussion, comments illustrate that materials were read and accurate interpretations developed, related to discussion questions

B – contributes irregularly, often interpretations are groundless and do not relate to discussion questions

C – often comments illustrate the student has not read materials or has misunderstood materials

F - no contribution

Grading Criteria for papers:

I use the following criteria for determining grades on papers (borrowed liberally from Tiffani Crawford, a former student who also teaches):

- An excellent paper (A):
1. Will address itself solely to the assigned topic;
 2. Will have a logical organization of ideas;
 3. Will have effective word choice;
 4. Will include substantial evidence with citations to support assertions in the paper (supportive material that is complete, relevant and

convincing); and

5. Will contain no more than 5 mechanical and stylistic errors.

A superior paper (B):

1. Will address itself to the assigned topic;
2. Will have a logical organization of ideas;
3. Will have reasonably effective word choice;
4. Will include evidence with citations to support assertions in the paper; and
5. Will contain no more than 10 mechanical and stylistic errors.

A competent paper (C):

1. Will respond to the assigned topic;
2. Will have discernible organizations;
3. Will have adequate word choice;
4. Will include supportive material that is relevant and mostly convincing; and
5. Will contain no more than 15 mechanical and stylistic errors.

An inadequate paper (D):

1. May ramble or stray from the assigned topic;
2. May be weak in organization;
3. May lack clarity and/or variety in word choice;
4. May lack supportive material; and
5. Will contain no more than 20 mechanical and stylistic errors.

A crash and burn (F):

1. Is usually done at 5:00 in the morning it is due;
2. Is rarely proofread;
3. Makes no attempt to respond to the assigned topic;
4. Is roughly half of the assigned length;
5. Shows little or no thought, logic or planning; and
Shows little or no depth or supportive material.

Academic Integrity

I expect you to give credit to others in your writing when credit is due (in other words, if you can identify that the idea you are presenting came from someplace else, give that someplace else credit). I'm not a stickler for form, just for principle. Out respect for all hard-working students, I will forward cases of suspected cheating or plagiarism through the university discipline system. If you are in a time crunch, talk to me, don't test me. University policy stipulates that any act of cheating, plagiarism, or general academic misconduct (e.g., fabricating references) will result in an automatic "F" for the course and may lead to suspension from the University.

Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved academic accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m.,

Monday through Friday. The phone number for DSP is (213) 740-0776.

COURSE SCHEDULE

<u>Week/Dates</u>	<u>Topic, Readings, and Themes</u>
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1 1/15	Introduction and Overview
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Reading:

1. Adams Ch. 1, 6, 8
2. Suarez-Orozco, M. & Qin-Hilliard, D. (2004). Globalization. In M. Suarez-Orozco & D. Qin-Hilliard (Eds.) *Globalization: Culture and education in the new millennium* (1-37). Berkeley, CA: University of California Press. (on Blackboard)
3. Domhoff, W. Studying Power. (on Blackboard)
4. Blumenfeld & Raymond. (on Blackboard)

Today's objectives are to introduce the following questions:

What role does power play in a person's educational career?
What are the characteristics and bases of power?
What influences our perceptions of power and the powerful?
How are power and education experienced globally?

Activity

2 1/22	Power, Oppression, Privilege and Role of Difference
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Reading:

1. Explore the Wikipedia definitions for "power" and "oppression" (links are on blackboard)
2. Adams (on Blackboard)

Today's objectives are to answer the following questions:

What is the role of difference in conflict and oppression?
What are the mechanisms of oppression?

Activity: STARPOWER simulation

3 1/29	Hegemony, Privilege, and Interventions: Key Concepts
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Reading:

1. Johnson, Ch. 7
2. Tierney, W. (1997). Introduction. *Academic outlaws*. Thousand Oaks, CA: Sage Publications, Inc. (on Blackboard)
3. Mann, C. (2006). Why Billington survived. In *1491: New revelations of the Americas before Columbus* (33-67). New York: Vintage Books. (on Blackboard)
4. McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent Schools*, Winter. (on Blackboard)

Today's objectives are to answer the following questions:

If a person who is a member of an oppressed group doesn't feel oppressed, does oppression still exist or is it relative?
When is privilege hard to see? Why?
What are basic conceptual frameworks for helping students learn about themselves

and difference? How would we know if a program “worked”?

Activity: Privilege Walk

4 2/5

Socioeconomic Status/ Issues of Class/ Intelligence and Education

Reading:

1. Adams Intro to Section 3, Ch. 26, 28, 30
2. Tierney, W. (1997). “Queer Theory and Cultural Studies in the Academy: Ch. 1, A Cartography of Culture” in Academic Outlaws (on Blackboard)
3. Bensimon, E. (2005). Closing the achievement gap in higher education: An organizational learning perspective. New Directions in Higher Education, no. 131, 99 – 111 (on Blackboard)
3. Langston. (on Blackboard)

Today’s objectives are to answer the following questions:

What are the markers of class difference? What are their implications?

How can we understand different rates of educational attainment?

Are these differences due to structural factors or internal factors?

Activity

5 2/12

Constructing Gender

Reading:

1. Adams Section 5; Intro, Ch. 61, 62, 68, 70, 72
2. Thematic debate: Women and Higher Education: Issues and perspectives. Higher education in the Twenty-first century, UNESCO, Paris, 1998. (on Blackboard)

Today’s objectives are to answer the following questions:

What role is the construction of gender playing in these patterns?

Video: Tough Guise and Killing Us Softly

DUE: Reflection Paper

6 2/19

The Color of Difference: How Skin Color Plays Out on College Campuses Around the World

Reading:

1. Adams Section 2 Intro, Ch. 10
2. Takaki ch.1, 3, 8, 10,
3. Hesman, T. (2003, May 11). Genetically speaking, there’s no such thing as race, *Sunday Five Star*, A1. (on Blackboard)
4. Ogbu, J., & Simons, H. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance and some implications for education. *Anthropology & Education Quarterly*, 29(2), 155-188. (on Blackboard)

Today’s objectives are to answer the following questions:

Defining terms: race, ethnicity, culture, nationality

Who is an American and what is the process by which one becomes an American? Is

this process the same for everyone? How do issues of racial difference play out in other countries/on other campuses? What can we learn about addressing difference with students by looking globally?

Guest Speaker: TBA

7 2/26 Spirituality and Religion: Anti-Semitic, Anti-Muslim Sentiments in the US:

Reading:

1. Adams, Intro to Section 4, Ch. 45, 52, 54, 55, 56, 57
2. Ahmadi, S. (2010). The erosion of civil rights: Exploring the effects of the Patriot Act on Muslims in American higher education. *Rutgers Race and Law Review*. (on Blackboard)
3. Cole, D. & Ahmadi, S. (2003). Perspectives and experiences of Muslim women who veil on college campuses. *Journal of College Student Development*, 47-66. (on Blackboard)

Today's objectives are to answer the following questions:

How is religion used to oppress some groups but not others?

How do issues of religion and spirituality play out in politics, in everyday life, and on college campuses?

Guest Speaker: TBA

8 3/5 Power and Difference Turning to Hate

Reading:

1. Takaki Ch. 3, 4, 5, 7, 8, 10

Video: Shadow of Hate

9 3/12 Multiple Identities and Unique Situations of Oppression

Reading:

1. Hancock, Ch. 1-3

10 3/19 Spring Break – No class

11 3/26 Gay, Lesbian, Bisexual, Transgendered Individuals

Reading:

1. Adams Section 6 Intro, Ch. 78, 81, 83, 86, Section 7 Intro, Ch. 90, 91, 94, 95
2. Hancock, Ch.

Today's objectives are to answer the following questions:

What are the assumptions/beliefs/stereotypes about GLBT individuals?

How do the mechanisms of oppression apply to GLBT community?

How do issues of difference play out in other countries/on other campuses?

Guest Speaker: TBA

DUE: Event Paper

12 4/2 No class. Please work on your final papers.

**13 4/9 Globalization and the Purpose of Higher Education:
Reading:**

Today's objectives are to answer the following questions:

Higher education and access world-wide: who goes?

What analytic tools can we use to understand college going patterns?

What patterns emerge in college attendance around the world?

Guest Speaker: TBA

14 4/16 Student Affairs Around the World

Reading:

1. McClellan, G., Woodard, D., Zhou, Q., Marques, C., Resendiz, J., and Kwandayi, H. The global practice of student affairs/services: An exploratory international survey. Center for the Study of Higher Education, University of Arizona.

Downloaded. (on Blackboard)

2. Zhong, Y. (2006). Globalization and higher education reform in China (on Blackboard)

3. Suarez-Orozco, C. (2004). Formulating identity in a globalized world. In M. Suarez-Orozco & D. Qin-Hilliard (Eds.) Globalization: culture and education in the new millennium. Berkeley, CA: University of California Press, 173-202 (on Blackboard)

Today's objectives are to answer the following questions:

What is the purpose of higher education from the perspective of other countries?

By looking at how other countries structure services for students, what can we learn about US assumptions about students and the purpose of higher education?

What, if anything, might be universal about either our assumptions about students, or the services we provide for students, around the world?

How do we reconcile our professional values with conflicting practices found in other countries?

Guest speaker: TBA

15 4/23 When “They” Come Here: Rethinking Student Affairs’ Relationship with International Students

Reading:

1. Lee, J. and Rice, C. (2007). Welcome to America? International students’ perceptions of discrimination. Center for the study of higher education, University of Arizona. Downloaded (on Blackboard)

Guest speaker: TBA

16 4/30 People, Power and Politics on Campus/at Work/ Responsible Social Action

Reading:

1. Adams Section 10 Intro, Ch. 7, 128, 129, 130, 131, 136
2. Johnson, Ch. 9
3. Miley, J., Chang, M., & Antonio, A. (2005). Making diversity work on campus: A research-based perspective. American Association of Colleges and Universities. (on Blackboard)
4. Gurin, P., Dey, E., Hurtado, S., Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3). (on Blackboard)

Today’s objectives are to answer the following questions:

What are the principles of social action?

What can we learn from successful social movements?

What specific actions can we take to address injustices?

Guest Speaker: TBA

DUE: Final Paper